

## Conventions of Drama



### Lesson Preparation

Daily Lesson 6	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.2B E1.12A,D	E1.15Ci,ii
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.               <ul style="list-style-type: none"> <li>— What techniques do playwrights use in drama?</li> <li>— How do these techniques add meaning?</li> </ul> </li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.               <ul style="list-style-type: none"> <li>— How does genre shape meaning?</li> </ul> </li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Media</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Classic play (class set)</li> <li>Film clips</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select two film clips which reflect social or cultural views similar to ones in classic play. Ensure selections are intended for different audiences.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections that include personal and world connections, thoughts, and responses to literary texts and media."</i>	
<b>Teacher Notes</b>	If you are using a production of the classic play, use a different version of the production if one is available as your media example.	

## Instructional Routines

Daily Lesson 6	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50 min.</p> <p><u>Content Objective</u>: Students compare and contrast media images with text and continue reading and analyzing a classic play.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Remind students that one of the definitions of a classic is that it contains elements with which people across cultures can relate. With students, brainstorm examples they have seen in the classic play.</li> <li>2. Play selected film clip. Ask: <b>What elements do we see in this clip that are similar to what we've seen in our classic play?</b> Discuss responses. Ask: <b>What elements are different from ones in our classic play?</b> Discuss responses.</li> <li>3. Play next film clip which shows similar elements, but is intended for a different audience. Ask: <b>How is the formality and tone different even though the message is the same?</b> Discuss responses.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In the Reader's Notebook, students write an interpretive response addressing the similarities and differences in cultural and social elements in the media example and the text of the classic play. In their response, students include an evaluation of the difference in formality and tone based on intended audience.</li> <li>2. Continue reading, listening to, or viewing classic play as time permits.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Invite volunteers to share responses in the <a href="#">Author's Chair</a>.</li> </ol>